2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Jeffie Esparza Hickman, Principal

- Principal, University High

Ad Astra
Per Aspera

UNIVERSITY HIGH SCHOOL

About Our School

School Accomplishments

- 4th Best School in CA & 55th in the Nation (US News, 2020)
- 11th best charter school in the Nation (US News, 2020)
- A+ grade, 2nd best charter and 27th best high school in CA (Niche.com, 2021)
- 3rd Best Teaching Staff out of 1765 schools in CA (Niche.com, 2021)
- 2nd best Charter High School in CA (USC/ School Performance Dashboard)
- California Gold Medal School, 2017
- National Blue Ribbon School, 2014
- Fully Accredited by WASC through 2023

Contact

University High
2611 East Matoian M/S UH134
Fresno, CA 93740

Phone: 559-278-8263
Email: jhickman@csufresno.edu

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Bob Nelson Ed.D.
Email Address	bob.nelson@fresnounified.org
Website	http://www.fresnounified.org

School Contact Information (School Year 2020–2021)

School Name	University High
Street	2611 East Matoian M/S UH134
City, State, Zip	Fresno, Ca, 93740
Phone Number	559-278-8263
Principal	Jeffie Esparza Hickman, Principal
Email Address	jhickman@csufresno.edu
Website	www.uhsfresno.com
County-District-School (CDS) Code	10621660114553

School Description and Mission Statement (School Year 2020–2021)

University High School is a 9th-12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated
college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal
arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

Mission Statement

The mission of University High School is to create a high school at Fresno State that maintains a small school environment even while it provides students opportunities available on a large public university campus.

The school will strive to work collegially with the University for the benefit of both parties and will be housed under the auspices of Fresno State and its College of Arts and Humanities. The school's educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging curriculum. The school will promotequality-learning experiences in a technologically rich learning environment. The goal of all instruction should be student learning.

The school's curriculum will be college preparatory and incorporate university courses and university-type experiences into its curriculum. The school will also
integrate curriculum components into the graduation requirements that will prepare students for a successful college experience and successful integration into
adult society.

The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

The school will promote positive partnerships with parents, students and the community to create a supportive climate for its students and the school.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	133	119	109	116	477

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
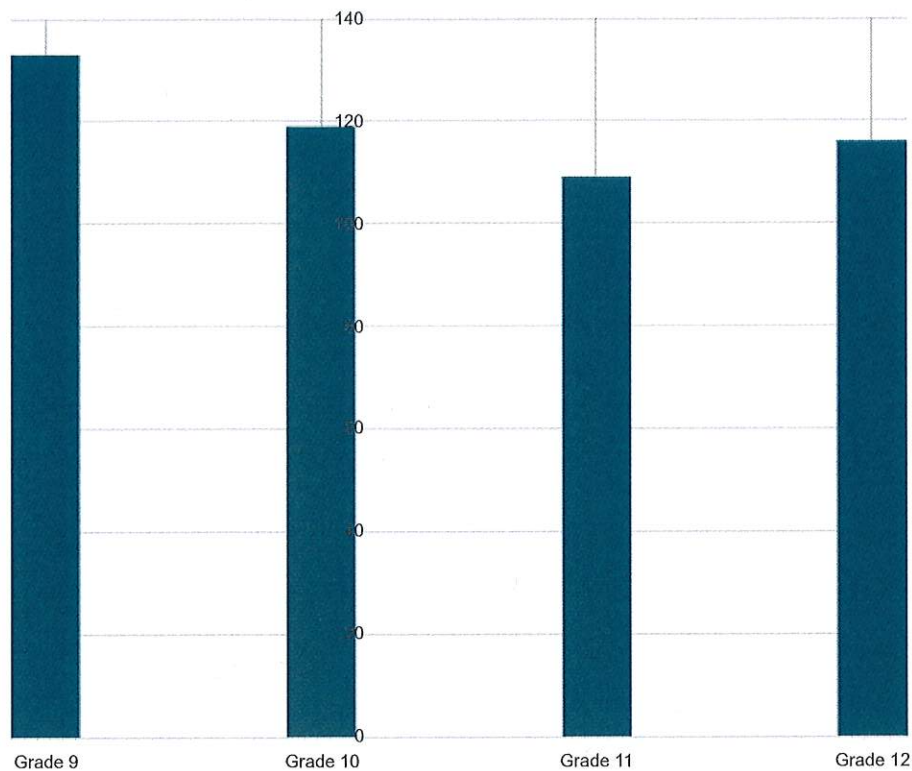
Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native
Percent of Total Enrollment	2.30 %	0.20 %	23.30 %	11.70 %	27.30 %	

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	16.80 %	%	1.30 %	0.20 %	0.20 %

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Waiting for FUSD data: Teacher credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	21	21	21	
Without Full Credential	0	0	0	

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Legend:
- Teachers with Full Credential
- Teachers without Full Credential
- Teachers Teaching Outside Subject Area of Competence
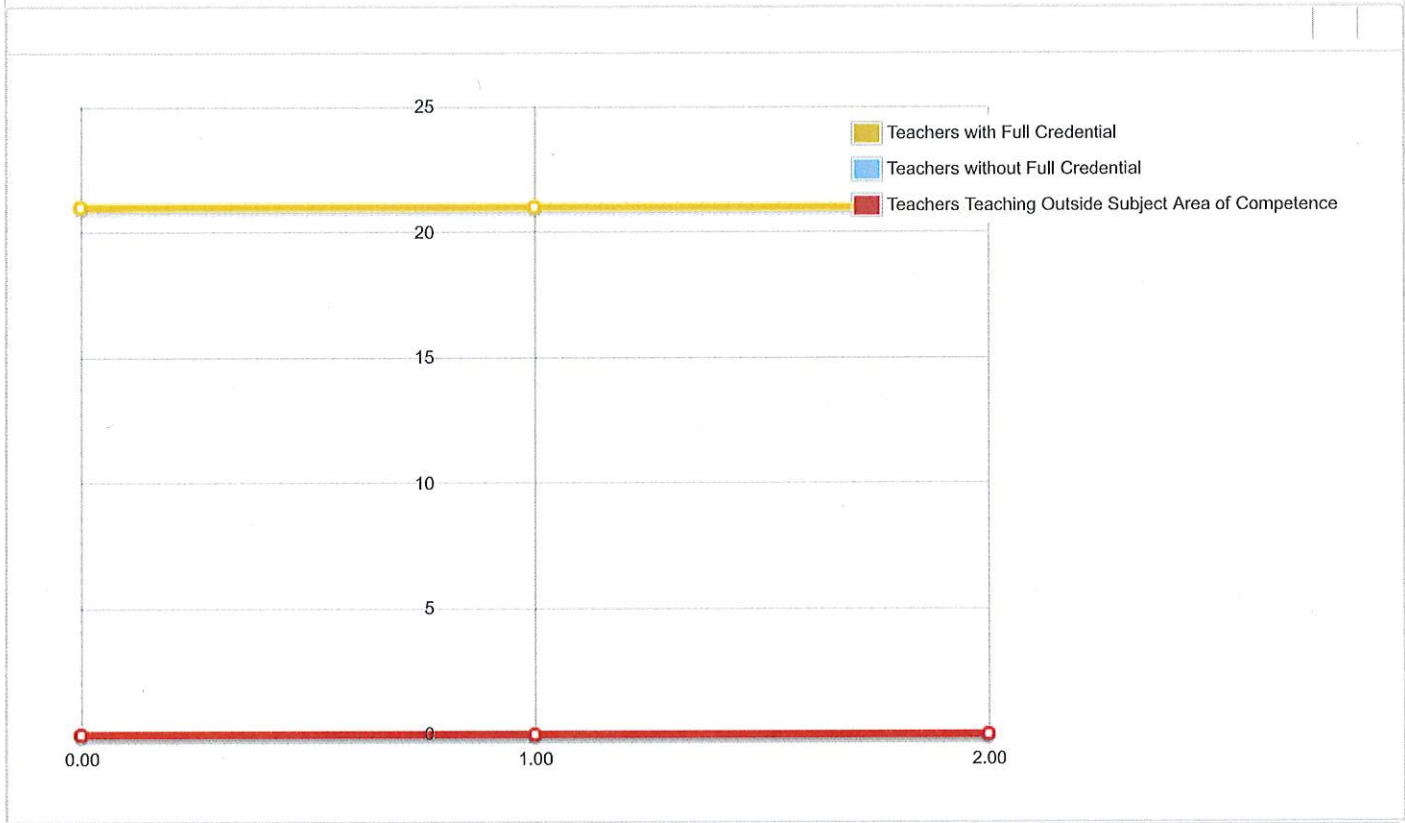
Last updated: 1/11/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Chart legend:
- Misassignments of Teachers of English Learners
- Total Teacher Misassignments*
- Vacant Teacher Positions

Y-axis: 1.0, 0.5, 0.0, -0.5, -1.0
X-axis: 2018–2019, 2019–2020, 2020–2021
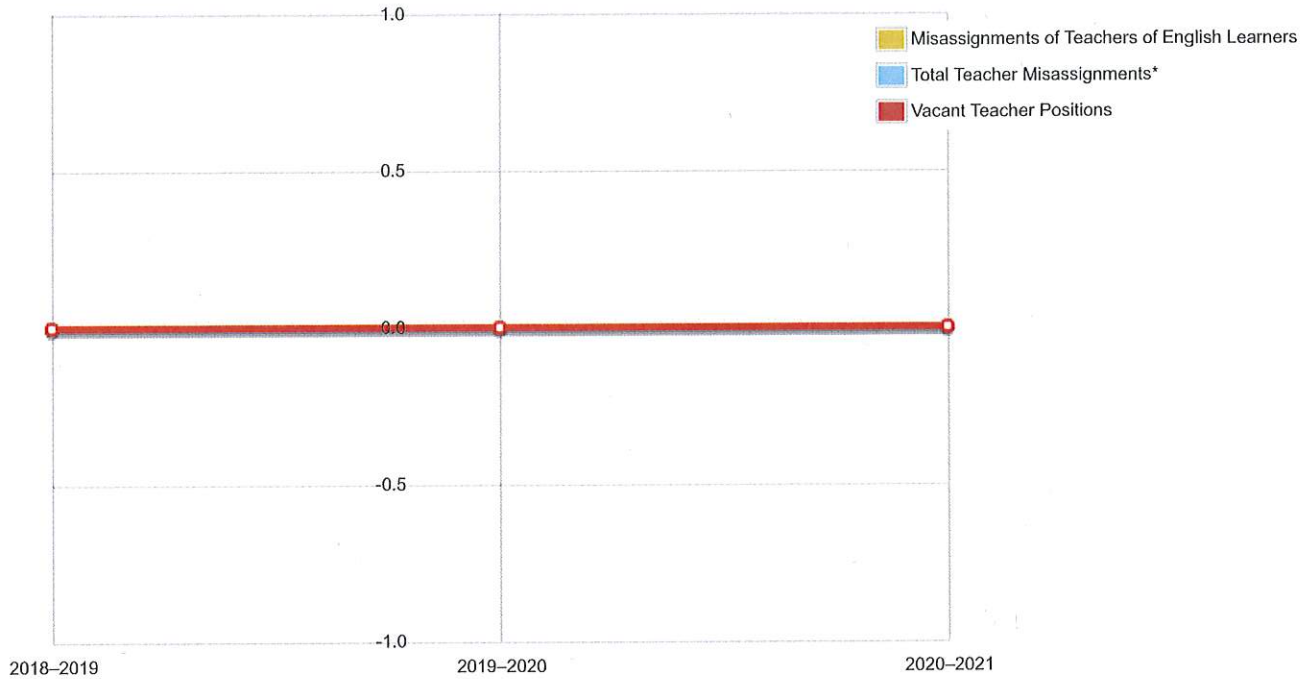
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/11/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	50 Essays The Language of Composition		0.00 %
Mathematics	Calculus: Graphical, Numerical, Algebraic The Practice of Statistics Mathematics I: Common Core w /Math XL online Mathematics II: Common Core w /Math XL online Mathematics III: Common Core w /Math XL online		0.00 %
Science	Invitation to Biology W hat is Life? Animal Diversity World of Chemistry Conceptual Physics Essential Environment		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Framew orks of World History, Vol One to 1550 Framew orks of World History, Vol Two since 1350 Economics: Principals in Action Principals of Economics, 4th Edition Magruder's American Government Government in America: People, Politics, & Policy American Government: Readings and		0.00 %
Foreign Language	Latin for the New Millennium Student Textbook Level I and II LNM Student Workbook Level I and II		0.00 %
Health	Lifetime Health Personal Fitness		0.00 %
Visual and Performing Arts	AP Music Theory Workbook		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/11/2021

School Facility Conditions and Planned Improvements

University High School moved into its new facility in November, 2010. Classrooms and furnishings provide excellent support for student learning. Technology built
into each classroom provide for wireless internet, document camera projection, computer screen projection, ceiling mounted speakers, and DVD projection.

Student restrooms provide modern conveniences of hand air dryers and touch-free sinks with the added bonus of color-coordinated tile and graffiti free
surroundings.

Recent Upgrades
In August of 2017, UHS used its Prop 39 funds from the state of California to upgrade light fixtures and other items to be more energy efficient.
New internet switches and wi-fi was upgraded in the fall of 2017 as part of this refresh. During the spring of 2018, all new light fixtures and light bulbs were
installed in the entire school with Prop 39 funding to become a more energy efficient school.

The bathroom door locks were repaired during the 2019-20 school year; the electronic locks were incorrectly installed and needed to be replaced. Various door
locks are being replaced as normal wear and tear are making them to be ineffective.

Repairs Needed

Due to the COVID pandemic, various updates are taking place, such as, changing soap dispensers to be automatic and touch free. A separate safety plan dealing specifically with COVID has been created and approved by the UHS School Board and Fresno State.

Work orders are put in to the Fresno State maintenance department as soon as problems arise. The campus is cleaned daily by the janitorial staff, as well as
through annual community service cleanups w ith the school.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Annual visit from State Fire Marshal is scheduled for Feb, 2021. All violations from the 2019-2020 school year have been cleared and dismissed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Exemplary

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	98%	N/A	34%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	87%	N/A	24%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/11/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/11/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/10/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	90	N/A	16	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/10/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/10/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

University High does not participate in Career Technical Education (CTE).

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	98.32%

Last updated: 1/11/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/11/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

UHS believes educating a child is a community endeavor that only happens when parents, students and a school staff work together on behalf of the student.
UHS is small and our capacity to offer the multitude of programs we have, only happens if we receive parent support. Parents are encouraged to get involved
with school operations. UHS has its own parent booster group the "Phoenix Alliance" and all parents can join. Phoenix Alliance provides support and sponsors
many school related activities like Magic of the Arts, school concerts, Baccalaureate, Open House, etc. Parents do not have to join an organization to help.

UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer
with what they can. Phoenix Alliance uses an online program called Volunteer Hub to apprise parents of volunteer opportunities and to register and track
volunteer hours.

UHS does a good job to communicate with parents so we can be as transparent as possible. Beginning in the 2020-21 school year,

parents receive a weekly email from the principal, as well as a monthly newsletter with information about UHS, its students and its events. Individual student attendance and grades can be accessed online by the parents of each student. The school website includes a comprehensive view of our school. Daily bulletins are sent to parents via email, and regular notices from the school sent via mail and email serve to fill in any information gaps. Remind messages are used by the school to do parent broadcasts for both emergency announcements and informational announcements. In 2018, UHS purchased PeachJar, an email flyer platform, to help cut costs of paper flyers.

PeachJar flyers are emailed out instead of paper flyers.

Last updated: 1/11/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	11.10%	9.10%	10.30%	9.10%	9.60%	9.00%
Graduation Rate	97.30%	100.00%	100.00%	82.00%	84.30%	84.20%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
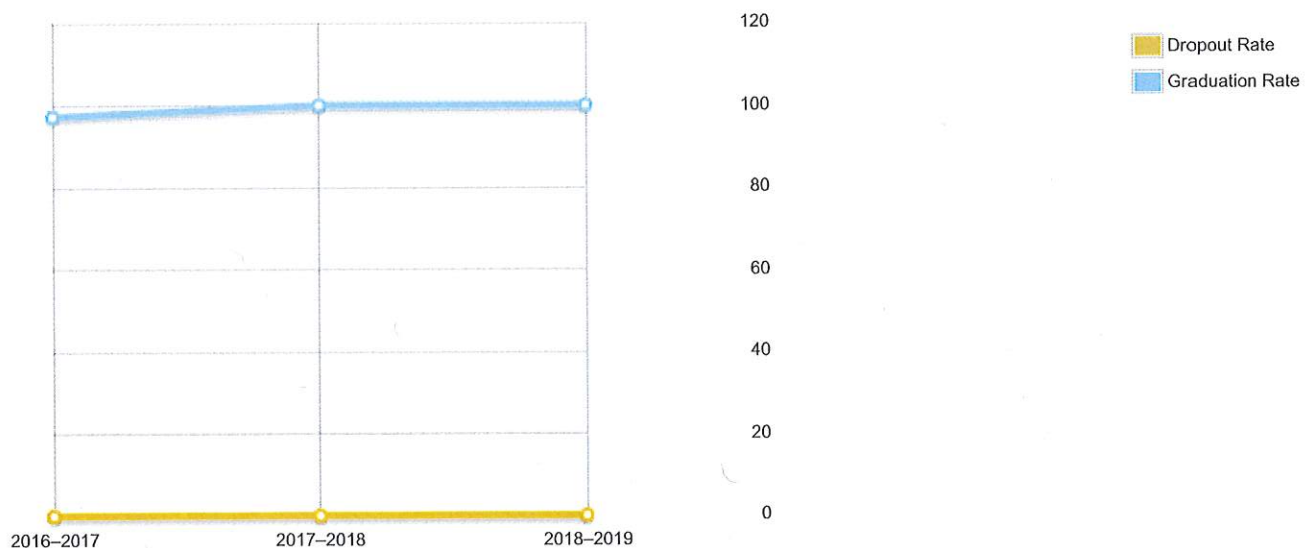
Last updated: 1/25/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;

- Pupil expulsion rates; and
- Other local measures on the sense of safety

Waiting for FUSD data: suspension and expulsion data

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.80%	0.00%
	0.40%	0.00%
School 2018–2019	7.10%	0.20%
District 2017–2018	7.10%	0.20%
	3.50%	0.10%
District 2018–2019	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	--	--
	--	--
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/25/2021

School Safety Plan (School Year 2020–2021)

University High School's Safety Plan is reviewed annually by the administrative staff and changes are shared with the faculty. The faculty is also asked for their
input. A copy of the safety plan is reviewed by the UHS School Board and a copy is also sent to Fresno Unified. Since UHS is located on the campus of Fresno State, the Principal and Office Manager are also part of the Fresno State safety coordinators group. Staff members are given the opportunity to have first aid and CPR training annually.

In the fall of 2018, UHS completely updated its Safety Plan to make it more relevant to its unique location on a college campus, as well as being in the unique position of being an independently reporting charter school while still reporting to their chartering agency of Fresno Unified School District. This new version of the Safety Plan is
updated annually and approved by the UHS School Board annually, as well.

Due to the COVID pandemic, a newly created Safe Return to School plan has been created and approved by the UHS School Board and Fresno State.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	24.00	27.00	31.00
Number of Classes * 1-22	3	6	1	4
Number of Classes * 23-32	17	14	14	6
	0	0	1	2

Number of Classes * 33+   * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	24.00	27.00	30.00
Number of Classes * 1-22	7	5	2	2
Number of Classes * 23-32	13	15	13	8
	0	0	1	2

Number of Classes * 33+   * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	24.00	27.00	29.00
Number of Classes * **1-22**	6	5	6	5
Number of Classes * **23-32**	14	15	12	5
	0	0	1	2

Number of Classes *
33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/11/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	238.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.15
Social Worker	
Nurse	0.03
Speech/Language/Hearing Specialist	0.07
Resource Specialist (non-teaching)	0.40
Other	0.06

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11058.95	$645.64	$10413.31	$88362.00
District	N/A	N/A	--	$79907.00
Percent Difference – School Site and District	N/A	N/A	--	8461.00%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	2663.19%	5310.00%

Note: Cells with N/A values do not require data.

Last updated: 1/14/2021

Types of Services Funded (Fiscal Year 2019–2020)

Special funding for special education students through the FCOE Charter SELPA are used for students that have an IEP (Individualized Education Plan). Title I monies are used to pay for after school tutoring. The tutor center is available Monday through Thursday, 3:00-5:00pm, all year long. Students are also matched up with individual tutors if they need that personalized extra help.
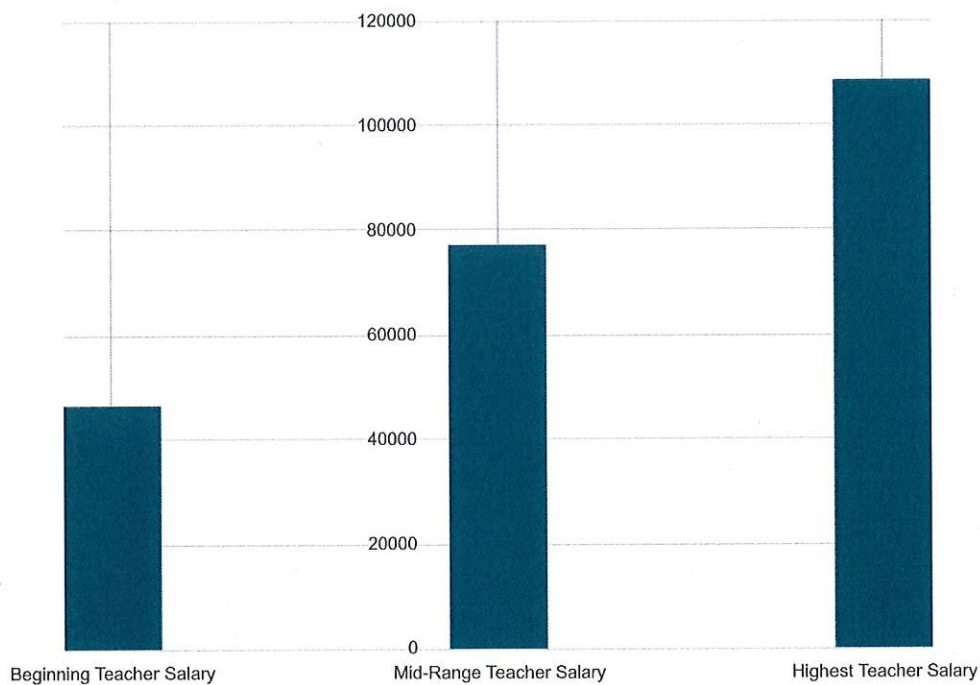
Last updated: 1/14/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Waiting for FUSD data: Beginning Teacher Salary

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,538	$50,029
Mid-Range Teacher Salary	$77,253	$77,680
Highest Teacher Salary	$108,585	$102,143
Average Principal Salary (Elementary)	$126,168	$128,526
Average Principal Salary (Middle)	$131,944	$133,574
Average Principal Salary (High)	$147,011	$147,006
Superintendent Salary	$295,000	$284,736
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Average Principal Salary (Elementary)	Average Principal Salary (Middle)	Average Principal Salary (High)
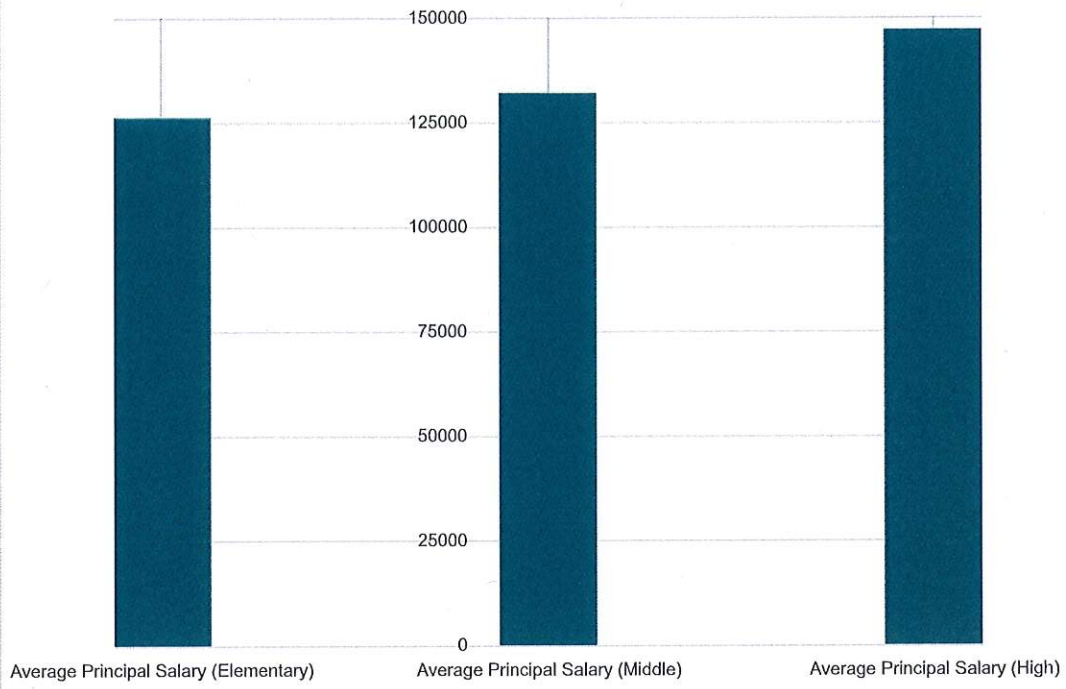
Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 47.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	0
Social Science	3
Total AP Courses Offered*	9

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	11	10	10